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ABSTRACT

A study was conducted at the Northern Arizona University to determine the necessary steps to improve the school's education programs. The basic conclusions of the study were: (1) Abolish the College of Education and replace it with the Center for Excellence in Education to facilitate interaction between the total university faculty, business and industry; (2) Implement the concept of a team leadership matrix whereby faculty expertise and community resources effectively contribute to the development and implementation of high quality educational programs and services; (3) Conduct a comprehensive review, overhaul and update of the curriculum and requirements for all educational programs; (4) Develop and implement a faculty development and leadership program, including an accountable faculty evaluation system; (5) Identify major forces affecting society and what modifications are necessary for our educational system to keep pace; and (6) Organize university, state, and national advisory councils to systematically work with the Center to implement educational reform and improvement processes. The radical change to a team leadership matrix was designed to decentralize educational preparation programs and develop a working relationship with public schools, business, and industry. The nucleus of the "partnerships" approach is the statewide advisory council supplemented by a network of field centers. These centers will function analogously to an agricultural extension service in providing quality educational programs and services to rural, remote and unserved areas. (Author/JD)

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OFFICE OF THE VICE PRESIDENT
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32ND WORLD ASSEMBLY

JULY, 1985

VANCOUVER, BRITISH COLUMBIA

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of its Center for Excellence in Education

Topic: Higher Education and the Private Sector

Title: NEW HORIZONS IN EDUCATION PREPARATION PROGRAMS
THROUGH GREATER PARTNERSHIPS WITH
BUSINESS AND INDUSTRY

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INTRODUCTION

In 1983, numerous studies cited the need for the American Educational System to improve and respond to the impending needs of change. Not only were the needs for improvement and keeping up with the pace of change emphasized but, the challenge was echoed for education to implement reform recommendations necessary for establishing a functioning partnership with available community resources.

The message was clear, we were in danger of becoming a "Nation at Risk" and a major reorganization of our educational system was necessary. Direction was specific, the reorganization must provide for greater networking between education and business/industry. Now it is anticipated that this networking, or new "partnership," will be a major key in assisting our educational system to serve students' changing needs and build a stronger foundation for society's economic and social progress.

At Northern Arizona University the traditional College of Education was abolished and the Center for Excellence in Education was established. This reorganization was designed around the concept of a team leadership matrix whereby faculty expertise and community resources can more effectively contribute to the development and implementation of high quality professional programs and services. A university partnership with business/industry is the focus of this paper and will explain the multi-faceted dimensions of a functional relationship.

This nation's educational system, from local school districts to institutions of higher education, has been challenged to improve, be accountable and achieve excellence. The first half of the 1980's has focused on recognizing and defining the many needs for educational improvement. We can probably predict that after this review and examination period, educators will spend the next half of this decade emphasizing the **what, who** and **how** in their educational improvement activities.

Typically, we can note that change rarely occurs without trying new approaches, involving new participants and recognizing the emergence of new horizons. And, while coordination between business/industry and education is not necessarily a new approach, it will require that new role responsibilities be defined so desired outcomes are realized. Basically, the goal is to improve education, and achieve greater heights of excellence in education. For this goal to become a reality, there will need to be greater participation of business/industry in the universities' educational preparation programs. To evolve as an effective and productive process, a shared philosophy between business/industry and education must identify a logical starting point for "New Horizons In Education Preparation Programs Through Greater Partnerships With Business/Industry."

The philosophy can best be explained by defining this greater "partnership" as a beneficial, multi-faceted and functional relationship between business/industry and education. This relationship is based on

serving the needs of each partner through wise planning and use of available resources to produce mutually beneficial outcomes. The general goals include:

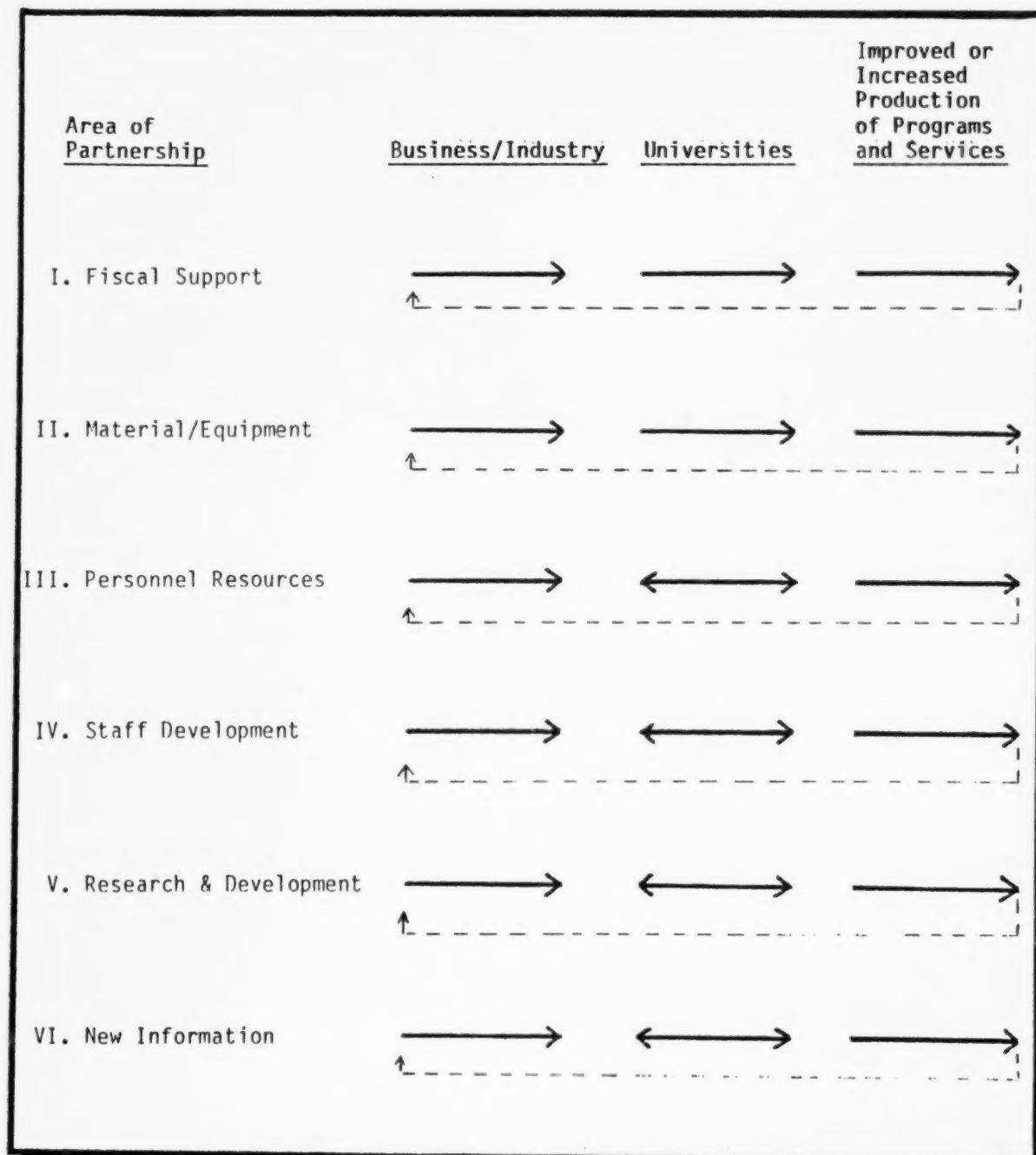
- ° improve education,
- ° increase involvement of business/industry in our universities' educational preparation programs,
- ° and produce mutually beneficial outcomes.

Given agreement that these general goals establish **what** must be accomplished, and the partnership between education and business/industry identifies the **who**, we will proceed to the challenges of **how** by:

- ° **defining** role responsibilities for a mutually beneficial and functional relationship,
- ° **planning** specific strategies whereby the various role responsibilities result in desired outcomes,
- ° **developing** sample application models which support our partnership philosophy and,
- ° **evaluating** through the identification of relevant criteria.

In brief, role responsibilities between education and business/industry frequently characterize business/industry as the success model, providing special interest support to education. In most instances this approach has not resulted in a long range, mutually beneficial and functional relationship between the partners and, in part, may be a probable cause for the public cry that it is time for education to put its house in order.

Before role responsibilities between business/industry and education can be defined, specific dimensions of the partnership need to be agreed upon. As a means to conceptualize these parts into a functional process, the following chart presents a typical interaction pattern, and the flow of production to represent the resulting mutual, or singular benefits.



A fiscal support partnership, unless well planned and executed can result in minimal effectiveness of short duration. To avoid less than satisfactory production, adequate communication must exist between all parties involved. The participants' expectations and contributions have to be mutually agreed upon and thoroughly understood. A plan for accountability to produce the desired outcomes of mutual benefit is the key to the success of this partnership.

The material/equipment area of partnership, while characterized by fewer ambiguities, could also result in dissatisfaction by the participants if adequate plans and expectations are not declared. For instance, this is a frequent arrangement in vocational programs where companies contribute equipment to assist educational institutions in developing programs to produce personnel prepared to function in a particular maintenance or service capacity. Today, more and more businesses are providing specialized education to their personnel. What this means to the educational system is that business may be getting a better return on their education dollar by putting a percent of their resources into "company education" rather than into public education.

Personnel resources should be a major area of interaction and reciprocity between universities and business/industry. Essentially, each partner should be equipped with an abundance of both expertise and need. Interaction between participants has to function as a catalyst to facilitate the delivery of programs and services necessary for keeping up with the pace of change. This relationship will become even more critical as society moves from the industrial age into the age of information and technology.

Like personnel resources, staff development addresses the need to "keep up" with change. Many businesses provide hallmark programs to give universities an extra boost frequently denied by their other support bases. Two of these outstanding programs include IBM's Education Executive Program and Higher Education Executive Seminar. Likewise, universities sponsor many special topic seminars and institutes. Typically, this category of partnership tends to be the most successful because it requires specific planning to happen and accountability if it is to be repeated.

The research and development activities depend, to a great extent, on viable relationships between universities and business/industry. However, we are seeing these efforts increase in the business/industry settings while declining at the universities. A variety of conditions have contributed to this predicament. Some of the major causes have been identified as; declining resources for universities to have sufficient research equipment, lack of university expertise to administer productive research projects and lack of university accountability and production to acquire the needed support for viable research activities. If new information is to be properly disseminated and contribute to our social and economic progress, then our universities and business/industry will have to establish mutually beneficial relationships in research, development and the handling of new information.

At Northern Arizona University, the approach has been to initiate this partnership process through dialogue with advisory councils. The Center for Excellence in Education meets quarterly with a State Advisory Council. Membership in this council includes leaders from business/industry, government and education. Demographically, all areas and

populations of the state are represented. Our agenda for the first year's meetings included:

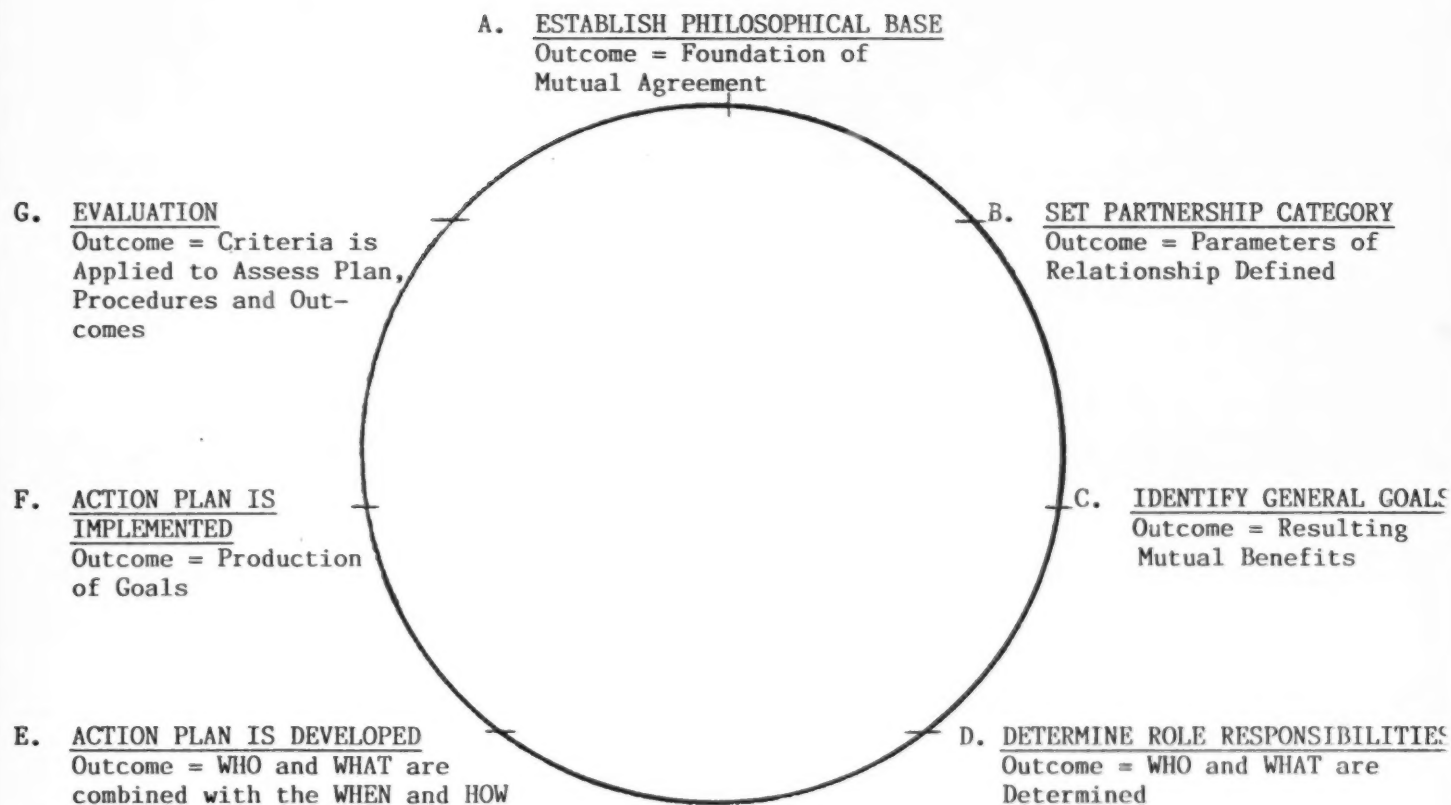
- Orientation to the mission and goals of the Center.
- Legislative review and prioritizing of goals.
- Council Study and recommendations for 1985-1986.

These sessions have established our advisee/advisor relationship and the direction for the next year. Put into perspective, this fall we will clarify stages A, B, C and D in the Planning Cycle (page 7) and stages E, F and G will be our agenda.

If interaction occurs in a logical sequence, the partnership efforts can be effective in determining general goals, the appropriate support area, role responsibilities for each project, the action plan, and accountable evaluation criteria. Productive business/industry desires a high quality educational system in their communities, and this can be a key to the long range success of both. Major businesses of renown accomplishments apply basic procedures of:

- setting great expectations,
- managing personnel cost effectively,
- operating according to an action plan.

Therefore, it is recommended that the planning process for a productive partnership between these two entities would apply similar management principles of organization and communication. And, the cyclic interaction sequence would link each planning component:



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The development application models can be facilitated with an initial research investment in studying and reviewing successful prototypes. After the planning activities have proceeded through the first four stages an adequate understanding of **WHO** and **WHAT** should exist within the partnership. At this point, preliminary decisions have been made which make it possible to determine **WHEN** and **HOW** to complete the matrix of an action plan.

Once an action plan is completed, it is significant that the partnership participate in determining the evaluation criteria. This last stage can be the greatest test of the philosophical base. Because it can cause or require substantial modification in the partnership relationship, it needs to function as the continuing link in the planning cycle.

What might all this mean? From the university perspective, it means that improvement requires change for only through change can we improve. Secondly, the charge for improvement, accountability and excellence in education cannot happen until excellence is established at the university level. Thirdly, the excellence needed, the "New Horizons in Education Preparation Programs" will not happen without a "Greater Partnership with Business and Industry." And lastly, let us agree on this one point, enlightened self-interest results from helping others and if we hold this as a true meaning of professionalism, then we will strive to meet this new challenge for excellence.

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